

Solihull Super Starts – The Reception Year

recorded

Solihull Early Years Support Teams



Overview

We asked you to share what you wanted the content of this event to be

<p>how professionals prepare their pupils.</p>	<p>What is working well and where are the gaps - if any.</p>	<p>ch in nappies and toilet training. How other schools cope</p>	<p>Cll and psed skills. Managing curric expectations...above with ltd staff capacity</p>
<p>Ideas of how to support families with children who have SEND in the process of starting school.</p>	<p>Numbers of SEND children in EYFS - data to look at trends / schools with particular high needs</p>	<p>How many schools are using the Solihull definition of school readiness? How is 'school readiness' shared with parents in different settings?</p>	<p>a standalone one-stop-shop webpage that is parent friendly that directs them to useful websites or events that are on, such as in the hubs. Or a monthly/termly parent newsletter from the LA for parents informing them of upcoming events or sign-posting them to key websites. Speech and Language support for parents</p>

We will discuss and share some of these themes at EY lead networks 17&18 June

<https://www.solgrid.org.uk/eyc/training/school-ey-training/>

Hoped for outcomes:

- *understand the services available in Solihull and how to access them*
- *understanding of the resources available – Graduated Approach and wider guidance*
- *Supporting ‘readiness’- ours, families and child.*

LGA peer review

- School readiness is well defined but not necessarily understood widely, also creates a pressure on families.
- If needs have changed, have we changed our expectations and the system in response?
- Families want what’s best for their children, but don’t always know where to go or what to do.

Solihull school readiness

What is school readiness?

We have chosen to adopt and adapt the UNICEF's (United Nations Children's Fund) definition from '[School readiness: a conceptual framework \(UNICEF 2012\)](#)'. So that we see school readiness as the readiness of the individual child, the school's readiness for children, and the ability of the family and community to support the best early child-development.

<https://www.solihull.gov.uk/sites/default/files/2023-03/Solihull-School-Ready-Definition.pdf>

Solihull Parents' Network

In this section:

▶ Getting out and about

▶ **Solihull Parents' Network**

Would you like to know what's happening in Solihull and its neighbouring areas, for children and families? Then join our Parents' Network for the latest information.

You'll receive regular eBulletins throughout the year, with information about the latest activities and events that are taking place.

Join our network

It's easy to sign up.

[Join our Parents' Network](#)

Success for today, prepared for tomorrow

Solihull School Readiness

This document has been written and amended with the Solihull community to support our shared understanding of the term 'School Readiness'. It is for schools and settings, parents, and the wider health and education community as well as Councillors and external partners.

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Why do we need a Solihull School Readiness definition?

The term "school readiness" features in many reviews of health and education recommendations and national guidance. The precise characteristics of school readiness and the age of the child to which it applies are interpreted differently. There is no nationally agreed definition. The Solihull community recognises the importance of the early years ages 0-5 years and that a person's future mental health and well-being is most likely affected by their development in the early years.

Our definition sits within the principles and commitments of the Early Years Foundation Stage (EYFS). The EYFS Statutory Guidance sets the standards for promotion of care, learning and play including the equality of opportunity and anti-discriminatory practice that ensures every child is included and supported.

The four Principles of the EYFS are:

- Every child is a competent learner from birth who can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through a sense of being and secure relationships with parents, carers and key persons.
- The environment plays a key role in supporting and enabling children's development and learning.
- Children develop and learn in different ways and at different rates and all areas of learning and development are equally important and interconnected.

The Early Years Foundation Stage: Themes and Commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
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The United Nations Convention on the Rights of the Child includes the right to express their views and have these considered. Children communicate in different ways, and we need to be prepared to listen to these. Children also have the right to health, play and protection.

Solihull parents, settings including schools, and health, education partners and children were asked to contribute to a Solihull definition to ensure a broad understanding and principles to guide our support for every child, family, and early education setting.

This builds on the fundamental premise that all parents, carers and schools and settings want to do what is best for each and every child.

School readiness support

School being ready

Transition arrangements
Information sharing
LA transition events
Dingley's Promise/ NASEN
Communication opportunities with family and child, previous setting.

Supporting child and family readiness..

Health Visitor
School nurses
Family Hubs –Start for Life
Community groups
Local Offer
Current setting

Screenshot of the Solgrid website. The page title is 'Early Years and Childcare'. The breadcrumb trail is 'Solgrid for Solihull schools > Early Years and Childcare > SEND > Transition'. The main heading is 'SEND' with a sub-heading 'Transition'. The content includes a description: 'Starting or moving to a new setting can be difficult for any child, but even more so for those with additional needs.' It also states: 'On this page you will find information, ideas and documents to help practitioners support children to make a successful transition to their new setting.' A list of resources is provided: 'Transition Check List (Word)', 'My New School Photo Book Template (Word)', 'Transition in the Early Years - A Case Study (Word)', and 'Autism Education Trust Transition Toolkit (PDF)'. Other resources listed include 'Areas of Need - strategies to support children', 'Key resources for setting SENDs', 'The Graduated Approach and EHC assessment requests', and 'Supporting Parents'.

Screenshot of the Solihull.gov.uk website. The page title is 'Early years advice and support'. The breadcrumb trail is 'Home > Children and family support > Solihull Local Offer > Early years advice and support'. The main heading is 'Early years advice and support'. The content includes a section 'In this section:' with a list of resources: 'Early years education (0 to 4 years)', 'Early Years Team Around the Child (EY TAC)', 'Help for early years children with emerging Special Educational Needs (SEN)', 'Early years advice and support', 'Communication and interaction in the early years', and 'Early Year Inclusion Fund (for children aged 2, 3 and 4 years)'.

Continence self-care guidance

<https://www.solgrid.org.uk/eyc/resources/safeguarding-and-welfare/health-and-safety/>

Early Years Self Care >
Solihull quick guide for practitioners

Guidance from Health Visiting Institute- Most children are ready to master **poity independence and lead in many parts of the process from around 18 months**.
<https://hi.vi.org.uk/for-health-visitors/resources-for-members/resources-for-parents/health-wellbeing-and-development-of-the-child/toilet-training/>

DfE Development Matters Guidance – Early Years Foundation Stage (key milestones)

Birth to three – babies, toddlers and young children will be learning to:

Learn to use the toilet with help, and then independently

You cannot force a child to use the potty or toilet. You need to establish friendly co-operation with the child. That will help them take this important step. Children can generally control their bowels before their bladder.

Notice when young children are ready to begin toilet training and discuss this with their parents:

- they know when they have got a wet or dirty nappy
- they get to know when they are passing and they tell you they are doing it
- the gap between wanting to go is at least an hour
- they show they need to go by fidgeting or going somewhere quiet or hidden
- they know when they need to go and may say so in advance.

Potty training is fastest if you start it when the child is at the last stage. By the age of 3, 9 out of 10 children are dry most days. All children will have the occasional 'accident', though, especially when excited, busy or upset.

Birth to three: Personal, Social and Emotional Development when I am a bit older... I am beginning to show you that I am ready to use the potty.

What to expect in the early years foundation stage
<https://foundationyears.org.uk/files/2021/09/What-to-expect-in-the-EYFS-complete-FINAL-16.09-compressed.pdf>

3 and 4-year-olds will be learning to:

Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.

Make healthy choices about food, drink, activity and toileting.

Talk to children about the importance of eating healthy and brushing their teeth. Consider how to support oral health. For example, some settings use a toothbrushing programme.

Talk to children about why it's important to wash their hands carefully and throughout the day, including before they eat and after they've used the toilet.

Observational checkpoint

Look out for children who appear to be overweight or to have poor dental health, where this has not been picked up and acted on at an earlier health check. Discuss this sensitively with parents and involve the child's health visitor. Adapt activities to suit their particular needs, so all children feel confident to move and take part in physical play.

Most, but not all, children are reliably dry during the day by the age of 4. Support children who are struggling with toilet training, in partnership with their parents. Seek medical advice, if necessary, from a health visitor or GP.

Children in reception will be learning to:

Manage their own needs.

- Personal hygiene

Model practices that support good hygiene, such as insisting on washing hands before snack time.

Narrate your own decisions about healthy foods, highlighting the importance of eating plenty of fruits and vegetables.

Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.

Work with parents and health visitors or the school nurse to help children who are not usually clean and dry through the day.

- ❗ DfE EYFS guidance- settings and parents
- ❗ Equality
- ❗ Working with parents
- ❗ Health and safety and Safeguarding and dignity
- ❗ Further guidance

Castle Bromwich Infant and Nursery case study

Further transition information- SEND+

NASEN- positive beginnings

<https://www.wholeschoolsend.org.uk/resources/positive-beginnings-supporting-children-send-start-their-school-journey>

Dingley's Promise

<https://www.solgrd.org.uk/eyc/training/training-from-other-providers/>

Factors in creating and developing inclusive practice

Leadership	Inclusive processes such as admissions	Working closely with parents/carers and families
The physical environment	The social and emotional environment	High quality inclusive (adaptive) teaching and interactions
Resourcing	Appropriate and effective interventions	Strategic professional development

34:15 / 1:20:30



Would you like to have more knowledge and confidence to manage the significant transitions affecting children you work with?



Overview Attachment Aware & Trauma Informed Schools

Dr Craig Joyce (CPsychol)

Senior Educational & Child Psychologist

Solihull Educational Psychology Service

Training Objectives in the AATi

Attachment Theory

Relationships and Nurture

Introduction to brain development

Childhood adversity and trauma

Approaches to support for educators

Importance of relationships

*“Quality relationships provide the necessary vehicles for adaptation and recovery...**Every relationship has the power to confirm or challenge everything that has gone before**”*

(Dan Hughes & Louise Bomber, 2013)



What is Attachment Theory?

- A theory developed by John Bowlby and later expanded by Mary Ainsworth
- It explains the important ***evolutionary function*** of the child-caregiver relationship
- When a child is ***attached*** to someone, he or she is:
 - ...strongly disposed to seek proximity to and contact with a specific figure and to do so in certain situations, *notably when he is frightened, tired or ill*

Bowlby, *Attachment and Loss, Vol.1 Attachment*, 1969, p.371

Definition of attachment



“Attachment is the name given to the bond a baby makes with its caregiver/s. There is longstanding evidence that a baby’s social and emotional development is affected by their attachment to their parents.” (1001 Critical Days, 2015)

“Early attachment relations are thought to be crucial for later social relationships and for the development of capacities for emotional and stress regulation, self-control and mentalisation” (NICE, 2018).

“Mother love in infancy is as important for mental health as are vitamins and proteins for physical health.”

(Bowlby, 1980)

The Bonding Cycle: Secure



The Neuroscience of Relationships

“

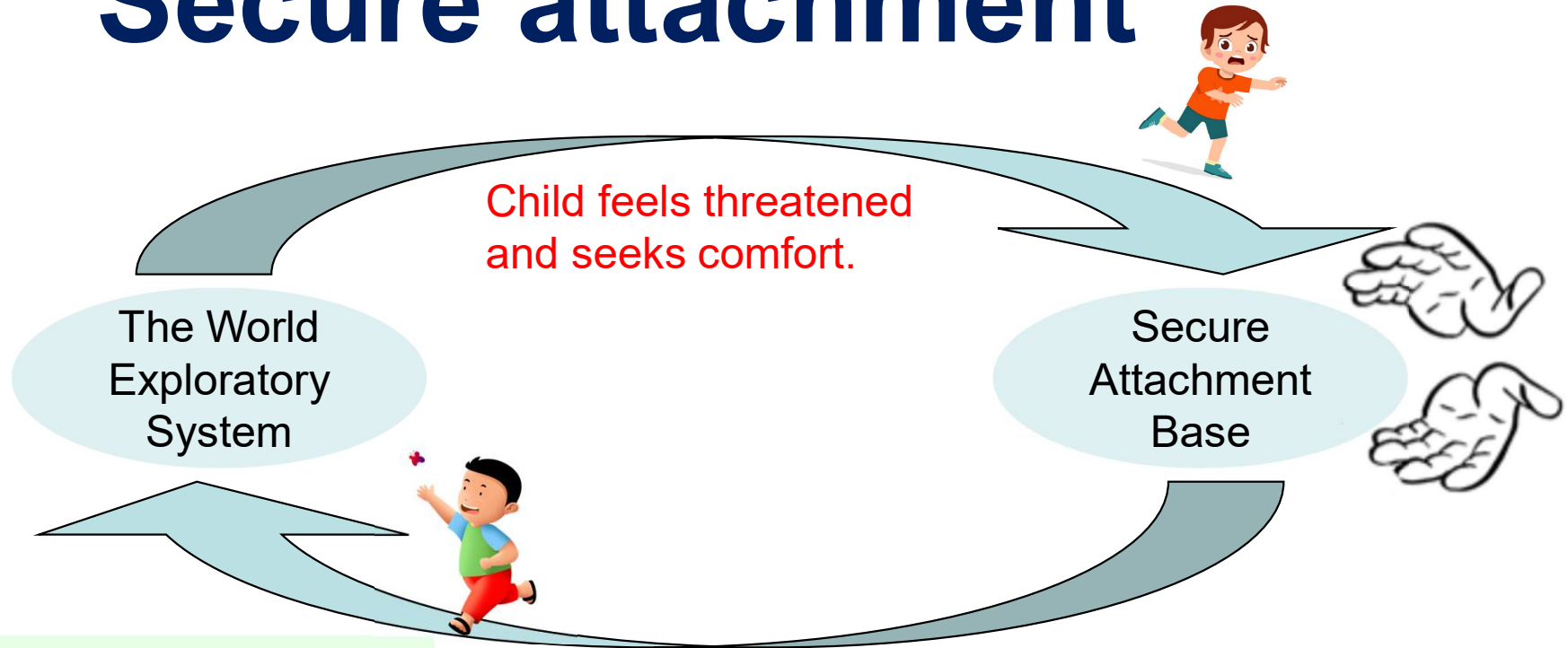
The kind of parenting we get as babies makes a big difference to the brain we develop. If we're nurtured lovingly, we thrive emotionally.

”

Sue Gerhardt Why Love Matters (2015)



Secure attachment



Child feels threatened and seeks comfort.

The World Exploratory System

Secure Attachment Base

Internal Working Model
Self: lovable, worthy, effective
Others: reliable, loving, responsive & interested
World: predictable, safe to explore

Child feels safe & secure and explores.

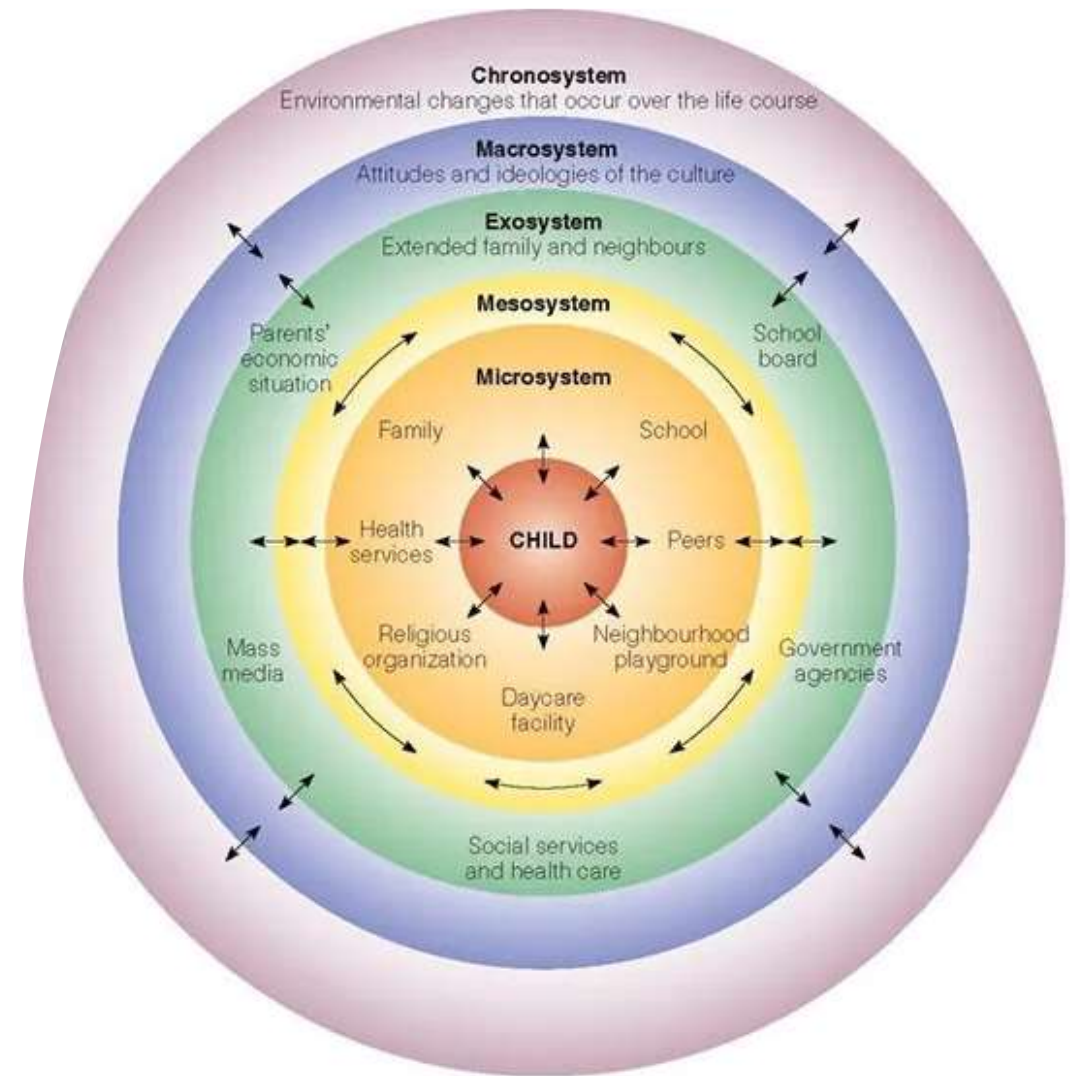
Parenting:
Sensitive
Accepting
Co-operating
Accessible



ACES

Adverse childhood experiences

Bronfenbrenner's Eco systemic Model (1979)



The Role of the Brain

Brain adaptations are made to help the young person to survive within a certain environment



Adaptions can be beneficial but may lead to difficulties for the young person in:

Learning

Navigating social situations

Predicting events

Accurately reading emotions

Trauma and Brain Development

UK Trauma Council:

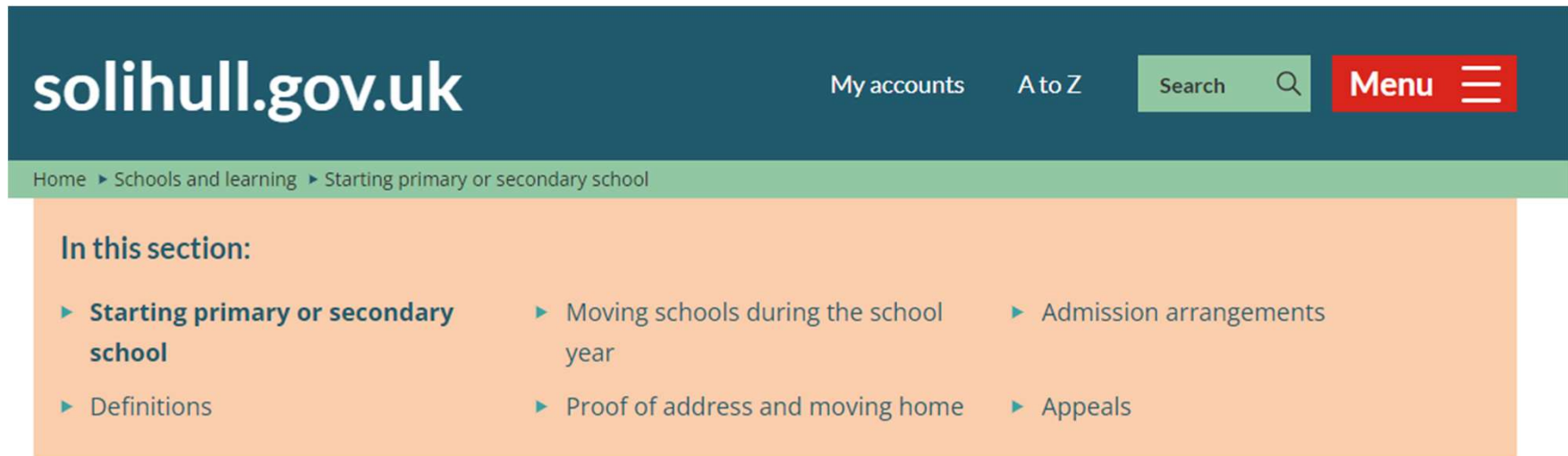
- Children- and their brains- adapt to survive.
- When a child grows up in an environment where there is abuse and neglect, their brains will be shaped by those experiences.
- These brain changes may help the child survive in that adverse environment.
- However, these same changes may make a child more vulnerable to developing mental health problems in future everyday environments

Summary

- The AATi programme aims to develop attachment and trauma awareness in every school and setting in Solihull.
- It comprises of 3 core aspects, followed by a bespoke phase.
- Contact the Virtual School for development opportunities.

Nicola Eatherington

- Admissions



The screenshot shows the website header for solihull.gov.uk. The navigation bar includes 'My accounts', 'A to Z', a search box, and a 'Menu' button. Below the header, a breadcrumb trail reads 'Home > Schools and learning > Starting primary or secondary school'. The main content area, titled 'In this section:', lists several links: 'Starting primary or secondary school', 'Definitions', 'Moving schools during the school year', 'Proof of address and moving home', 'Admission arrangements', and 'Appeals'.

- <https://www.solihull.gov.uk/Schools-and-learning/School-admissions>
- <https://www.solgrid.org.uk/eyc/resources/learning-and-development/> - Reception delayed entry to school.

Setting and school support

- <https://www.solgrid.org.uk/eyc/>
- <https://www.solihull.gov.uk/children-and-family-support/localoffer>
- <https://edportals.solihull.gov.uk/Synergy/Live/SynergyWeb/Solihull Childcare/>
- <https://www.solihull.gov.uk/children-and-family-support/family-hubs>
- <https://healthforunder5s.co.uk/solihull/>

SPCV booklet – parents surveys +



Clair McNeill- Ofsted



- <https://www.youtube.com/watch?v=T-WFUgD4XLs> - Ofsted Early Years in School
- <https://www.youtube.com/watch?v=dhz-AM9vyhs> -Ofsted Communication and Language in a school curriculum

Ofsted

Clair McNeill

Head of Education outcomes and intervention

EYFS curriculum

- Based on seven areas of learning and development
- Early learning goals – expectations at the end of EYFS
- How you organise and plan your provision will be based on your vision as a school
- EYFS curriculum **MUST** be part of the whole school curriculum – what does history look like in EYFS and how you link with subject leaders.
- Ofsted will focus on how the early years curriculum lay the foundation for the national curriculum from KS1
- How the environment and curriculum are adapted for children with additional needs.

What are Inspectors looking for?

To prevent myths being created, I've set out here what inspectors will be looking at during deep dives into early reading. They will consider the extent to which:

- direct, focused phonics is taught every day in Reception and key stage 1
- children read from books with the sounds they know, while they are learning to read
- teachers and teaching assistants provide extra practice through the day for the children who make the slowest progress (the lowest 20%)
- teachers instil in children a love of literature: the best stories and poems
- However, we do not expect to see phonics in 'continuous provision' activities. This is a time to develop children's talk, play and wider curriculum experiences. A 'language-rich' environment is just about talking with children, not building displays, or sticking on Post-it Notes.

Quality of Education Judgement

- the school is determined that every pupil will learn to read, regardless of their background, needs or abilities. All pupils, including the weakest readers, make sufficient progress to meet or exceed age-related expectations
- stories, poems, rhymes and non-fiction are chosen for reading to develop pupils' vocabulary, language comprehension and love of reading. Pupils are familiar with and enjoy listening to a wide range of stories, poems, rhymes and non-fiction



- the school's phonics programme matches or exceeds the expectations of the national curriculum and the EYFS early learning goals. The school has clear expectations of pupils' phonics progress term by term, particularly from Reception to Year 2
- the sequence of reading books shows a cumulative progression in phonics knowledge that is matched closely to the school's phonics programme. Teachers give pupils sufficient practice in reading and re-reading books that match the grapheme–phoneme correspondences they know, both at school and at home

- reading, including the teaching of systematic synthetic phonics, is taught from the beginning of Reception
- the ongoing assessment of pupils' phonics progress is sufficiently frequent and detailed to identify any pupil who is falling behind the programme's pace. If they do fall behind, targeted support is given immediately
- the school has developed sufficient expertise in the teaching of phonics and reading

Grade descriptors for Good

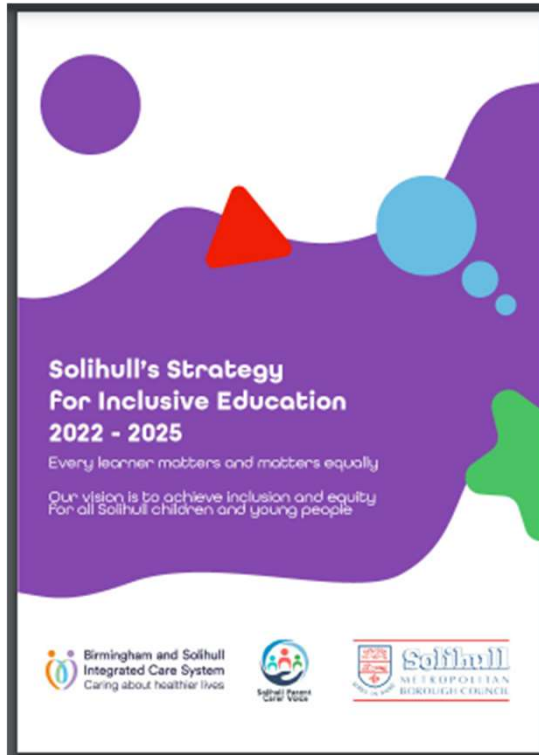
- There is a sharp focus on ensuring that children acquire a wide vocabulary, communicate effectively and, in Reception, secure a knowledge of phonics, which gives them the foundations for future learning, especially in preparation for them to become confident and fluent readers.
- The school's approach to teaching early reading and synthetic phonics is systematic and ensures that all children learn to read words and simple sentences accurately by the end of Reception.
- The school has the same academic ambitions for almost all children. For children with particular needs, such as those with SEND, their curriculum is designed to be ambitious and to meet their needs.

- Staff are knowledgeable about the areas of learning they teach. They manage the EYFS curriculum and pedagogy in relation to the learning needs of their children. Staff are expert in teaching systematic, synthetic phonics and ensure that children practise their reading from books that match their phonics knowledge.

Final thoughts

- Be confident, you know your school
- Understand your provision, why you do what you do
- Adaptive environment and curriculum for SEND
- Link to the National curriculum
- Know your priorities and gaps
- Know your children and families
- Impact

Education Inclusion- Sophie Oldfield



- <https://solgrid365.sharepoint.com/sites/EducationExtranet/SitePages/SchoolsRestricted/EducationInclusionService/Home.aspx>
- <https://www.solihull.gov.uk/sites/default/files/2024-03/Jan-2024-SMBC-PTTT-process-flowchart.pdf>

Connected Care Network in Solihull – Dr Rafi



- <https://connectedcarenetwork.co.uk/>

See separate ppt.....

The current context -data

Number of children moving to Reception

2543

Number of children supported by Early Years Team [in N2 now] > **185** children

EHCP [as of 21.5.24]

Under assessment EHCP > 4

EHCP > 22

EHCP Team -Clare Matthews

- Nursery EHCPs > 50
- Reception EHCPs >107
- Children in EHCA process in Nursery
[N1+N2] >33
- Children in EHCP process in Reception
[YR] > 9

Support for SEND

- Apologies SOLAR
<https://www.bsmhft.nhs.uk/our-services/solar/>
- Early Years Team- Jane Glassey
- SISS – Paula Thompson

Overview of SEND support from the Early Years Team

Who are we

- There is still a misconception that we are part of SISS we are not –but work closely with SISS
- We are part of school improvement team~ our job descriptions are about building capacity of early years providers and ensuring children are supported through the Graduated Approach
- We are Area SENCOs not support/ advisory teachers

The Area SENCo role

- We are experts in being an early years SENCO
- Unlike SISS we are not employed to be experts in a particular SEND area we are experts in the SEND process in the early years and being a SENCo
- We support early intervention for children with SEND

Home support

- Our home support team known as ISPs act as SENCOs for children not in a group setting this includes those who go to childminders.
- This is the earliest intervention for these children and families
- Without this support they would start reception with nothing in place.

Setting support PVI

- The Area SENCo's from our team support the SENCo's in private nurseries to understand the code of practice and follow the graduated approach.
- We enable PVI nurseries to intervene early and evidence they are following the graduated approach.

School nurseries

- The SENCo's in schools are teachers who have an expertise in SEND and the SEND processes
- The support we offer is often early years focused for example funding or around how the equality act applies etc. or strategies that are early years specific
- We invite both schools and PVI's to training

Transition support

- We support in to the first half term of reception for those already known to us.
- Many children move internally within school and teachers should share plans.
- Encourage sharing of information parents and next teachers > strategies that have often been supporting children throughout nursery in school and are on-going in YR

Early Years Resources and Support

- We have developed a variety of early years specific documents and resources
- [SEND \(solgrid.org.uk\)](https://solgrid.org.uk)

The screenshot shows the 'Early Years and Childcare' section of the Solgrid website. At the top, there is a search bar and a link to 'Click here to join Solihull Early Years Text Service'. Below this is a navigation menu with tabs for 'Home', 'Training', 'Solihull support', 'SEND', 'Resources', and 'EEF'. The 'SEND' tab is selected. The main content area features a large 'SEND' heading, a sub-heading 'Areas of Need - strategies to support children', and a section for 'Key resources for'. A word cloud is visible, with prominent words like 'Help', 'Send', 'Carino', 'Listen', 'Guidance', 'Support', 'Share', 'Independent', 'Passionate', 'Contribute', 'Experience', 'Empire', 'Help', 'Send', 'Carino', 'Listen', 'Guidance', 'Support', 'Share', 'Independent', 'Passionate', 'Contribute', 'Experience', 'Empire'. To the right, there is a call to action: 'Click the button to make a referral to the Early Years Areas SENCo Team or use the QR code.' Below this is a QR code and a button for the 'Solihull METROPOLITAN BOROUGH COUNCIL Early Years Team'.

Specialist Inclusion support Service (SISS)

Teams within SISS

Teams working in all schools	Working with...	Traded Teams - schools buy in	Working with...
Sensory and Physical Impairment Team	0– 19 yrs- children and young people with a diagnosed hearing, visual, multi-sensory impairment and/or a physical disability.	Communication and Learning Difficulties Team	Statutory School age children with SLCN and/ or learning needs
Autism Team	Statutory School age for children with a diagnosis of autism/ASD.	Social Emotional and Mental Health Team	Statutory School age for children with SEMH needs
SLCD Team – ARC at Bishop Wilson and outreach	Following diagnosis of a severe speech and /or language disorder – attending nursery/ school.		
High Needs Social Emotional and Mental Health Team	Statutory School age for pupils at risk of permanent exclusion		

HI

This is a medically diagnosed hearing impairment (HI) which necessitates the use of amplification equipment. The National Sensory Impairment Partnership eligibility framework is used to assess levels of HI and the impairment has an impact on their access to the curriculum, ability to be fully involved in learning and social activities.

VI

A long term, medically defined, visual impairment (VI) that cannot be corrected with standard glasses or contact lenses; including visual processing difficulties such as Cerebral Visual Impairment. The impairment has an impact on their access to the curriculum, their ability to be fully involved in learning and social activities. The NATSIP eligibility framework to assess levels of visual impairment.

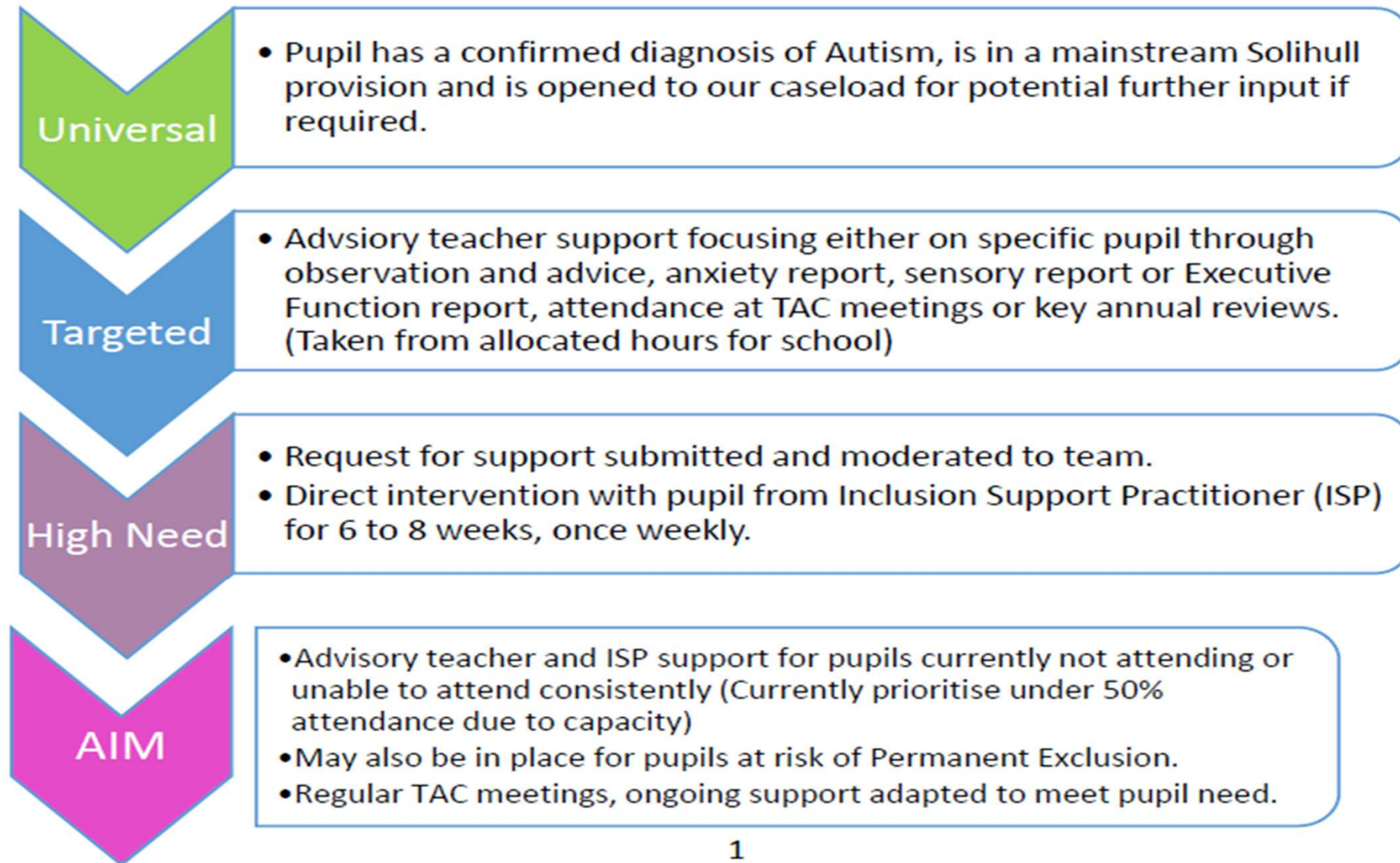
MSI

A child is considered to have a multi-sensory impairment when they have a dual loss to both their distance senses- hearing and vision. They may also have neurological differences /additional needs which cause them to function as if they have significant sensory impairment/s. All children with a dual loss will have difficulties in the three key areas of communication, gaining of information and orientation and mobility

PD

This is a medically identified physical disability which limits a person's physical functioning, mobility, dexterity or stamina. The CYP's level of physical functioning will be a cause of concern and have an impact on their access to the curriculum and their ability to be fully involved in learning and social activities. Examples of long term conditions include Cerebral Palsy, Spina Bifida, Achondroplasia and brittle bones.

SISS Autism Team



Support from the Communication and Learning Difficulties Team

- **SLCD: offer to all schools**
- If child has been assessed by the Speech and Language Therapy as having a severe speech and /or language disorder, they will be referred to the SLCD outreach team. The SLCD team can support parents and help with transitions, targeted work and upskilling school staff.
- [The Speech, Language and Communication Disorders Team | solihull.gov.uk](http://solihull.gov.uk)
- **CLD: offer to schools who buy in**
- If a child has been known to the Early Years SEND Team, where that team ends its support, school can request that the CLD Team, or equivalent provide support.
- Alternatively, where a child is identified with SEND, after a Graduated Approach to support if a child is not making sufficient progress, or needs a high level of support to make progress, school can buy in a CLD Specialist Teacher to provide assessment and advice, staff training or direct work with a pupil.
- [Communication and Learning Difficulties Team Parent Information \(solihull.gov.uk\)](http://solihull.gov.uk)

SISS SEMH TEAM

- **SEMh Traded offer**
- Schools can use the hours of support they have purchased to seek advice from a specialist teacher. This could be assessment and guidance, staff training in a particular approach such as PACE, solution circles for adults working with the child, individual support for the class teacher/T.A., support to set up a nurture group etc.
- **SEMh offer to all schools**
- For children at risk of exclusion the school can request support via the Single Alternative Provision panel.
- A plan of support would be put in place with the team around the child (TAC) which would include; an advisory teacher, Inclusion Support Practitioner, Play Therapist and/or Educational Psychologist, according to the needs identified in the planning meeting

REFRESH

- **REFRESH** is an early intervention nurture provision based on Coleshill Heath School site.
- It is an 18 place provision with a key stage 1 and key stage 2 group (Year one and beyond) .
- Evidenced based approach integrating the 6 principles of nurture.
- Children attend 4 days per week and return to their home school on the 5th day.
- Play therapist on site
- Bespoke SEMH curriculum which uses the Boxall profiles to identify and plan for gaps' in children's experiences and learning.
- Outreach support provided to the home school weekly and on transition back after the intervention.

EYS Support provided by SISS

Team	EYS support 0-2 years	EYS Support 3-4 years	EYS support Reception
SPI [Data as of 1/5/24]	$6 + 0 + 3 + 1 = \mathbf{10}$	$11 + 7 + 9 + 8 = \mathbf{35}$	$11 + 7 + 10 = \mathbf{28}$
SLCD Data as of 8/5/24		1	9
Autism Team		45	Move to school allocation of time. Can also request HN support.

What support is available for
schools and parents?
(solihull.gov.uk)

Specialist Inclusion
Support Service (SISS)
(solihull.gov.uk)

What next?

- Poll
- Chat – how can we help?
- Leaders and managers EYFS in June
- Post info sharing survey